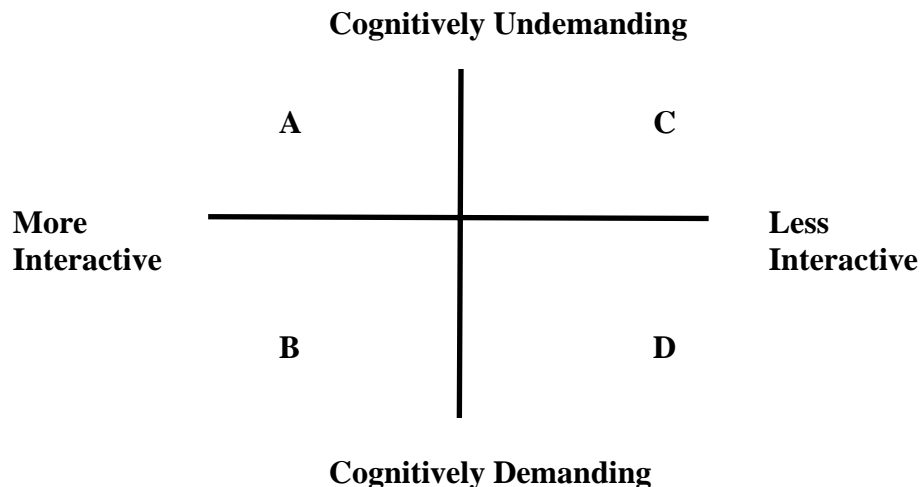


Instructional Strategies for Integrated Language and Content Teaching

I. What framework might be useful for thinking about Integrated Instruction?



(Adapted from: Cummins, J. (2005). Language proficiency, bilingualism, and academic achievement. In P. A. Richard-Amato & M. A. Snow (Eds.), *Academic success for English language learners: Strategies for K-12 mainstream teachers* (pp. 76-86). White Plains, NY: Longman.

II. What are the characteristics of Academic Language?

- Academic language is composed of specific words and phrases that may be unfamiliar to English language learners and, consequently, difficult to acquire.
- Academic language requires students to use a variety of language functions. For example, students must follow directions, write in journals, present findings/results to classmates and teachers, state opinions, predict outcomes, and list causes and effects.
- Academic language is formal language found in lectures and textbooks. It is not typically used on social occasions with family and friends.
- Academic language uses complex grammatical constructions.
- Academic language is needed for reasoning, problem solving, and other cognitive processes.
- Academic language has its own special registers: the language of science; math; history

A. Examples of Science Language Functions:

Analyze	Distinguish fact	Predict
Calculate	from opinion	Provide evidence
Classify	Estimate	Question
Confirm	Identify	Reflect upon
Contrast	Interpret	Report
Defend a position	Justify	State
Describe	Observe	
Discuss	Persuade	

Which of these language functions are used in Math? What would you add?

B. Example sentence patterns used in Academic Discourse:

DESCRIPTION: The _____ has _____ and _____.

CITE INFORMATION: Here we see that _____.

ESTIMATE: Looking at the _____, I think there are _____.

RETELL: First, _____ next, _____ and then _____.

MAKE PREDICTIONS: I think _____ will _____.

GIVE AND SUPPORT OPINIONS: I think _____ is _____ because _____.

CAUSE AND EFFECT: The _____ had _____, so _____.

DRAW CONCLUSIONS: The _____ is _____ because _____.

HYPOTHESIZE: If _____ had _____, then _____ would have _____.

PERSUADE: As we saw in the experiment, _____ does _____ because _____.

CAN YOU THINK OF ANY OTHERS?

III. How can you add to your instructional repertoire to teach Academic Language?

- ❖ Anticipation Guides
- ❖ Graphic Representations: Webs, Semantic Maps, Graphic Organizers, Charts, Diagrams
- ❖ Active Learning Activities
- ❖ KWL (and Variations)
- ❖ Reading Logs